

CAREER TRACK FACULTY

In determining whether an individual has achieved the level of performance necessary for appointment, promotion, or tenure in the Department of Psychology at Washington State University, the individual's potential for, or record of, contributions in teaching, research, and/or service is evaluated. Traditionally, the Department has placed special emphasis on scholarship in research when making appointment, promotion, or tenure decisions. However, faculty who excel in teaching, clinical care and supervision, and service are necessary if the Department is to fulfill its mission of training highly competent undergraduate and graduate students in psychology. In the Department, career track faculty appointments have been developed to provide unique opportunities to faculty committed to teaching, mentoring, service, clinical supervision, administration, and other key areas.

Similar to tenure track faculty, career track faculty in the Department of Psychology are expected to meet or exceed standards of acceptable performance on a number of dimensions. In some cases, the evaluative dimensions and their respective criteria are similar for tenure track and career track faculty (e.g., interactions with colleagues and students); in other cases, they are different (e.g., secondary area of expertise). The purpose of this document is to specify those differences. Because individuals with career track appointments may vary considerably in their specific duties within the department, three specific career subtracks will be outlined. These subtracks provide a general framework for organizing the most common distribution of dimensions relevant to career track appointees. They are:

1. **Scholarly Career Subtrack**
2. **Teaching Career Subtrack**
3. **Clinical Career Subtrack**

Regardless of subtrack, career track faculty are expected to meet high standards of growth, impact/recognition, and collegiality, outlined as follows:

Growth: Candidates should demonstrate increasing levels of accomplishment, responsibility, and/or leadership in all areas of their assigned duties.

Impact/recognition: The evaluation of local or regional recognition as a clinician or teacher should be based on the individual's prominence as an expert in their specialty area(s). For clinicians, this can include clinical supervision, clinical programming, and/or clinical service delivery. The evaluation should include evidence that the individual is locally or regionally recognized as a clinical consultant to professional colleagues. Evaluation of local or regional recognition as a teacher may be determined by the individual's prominence as a recognized expert in academic instruction, advising, mentoring, and/or programming and assessment. Contributions to innovative instructional approaches, the development of instructional or assessment resources, research, and/or awards related to teaching may be considered.

The evaluation should be conducted at the department level and include a review of the annual faculty self-report of scholarly activities. Letters solicited from qualified peers at WSU and/or in the region, who do not work directly with the individual, may be

important in evaluating the quality and impact of the services and educational programs being managed by the individual.

Collegiality: The Department explicitly rejects personal and non-professional considerations as inappropriate in promotion recommendations. That is, collegiality is not to be assessed independently from teaching, clinical practice, service, or any other area. However, a faculty member must interact with students and colleagues so as to enhance rather than diminish the effectiveness of others. Evidence for evaluating professional interactions might include instances of outstanding cooperation with colleagues in Psychology or other units within or outside of the College of Arts and Sciences, constructive efforts to resolve Departmental conflicts, examples of special efforts on behalf of colleagues and students, and the attraction of students for individual instruction and mentoring.

Scholarly Career Subtrack

Faculty in the Department of Psychology on the scholarly career track generally have appointments that include both a primary allocation toward teaching and a significant amount of workload allocation dedicated to secondary areas, including academic service and at least one of the following:

- 1. Student advising**
- 2. Research/scholarship**
- 3. Educational leadership and/or administration**
- 4. Outreach**
- 5. Practice**
- 6. Creative activity**

Given the resulting diversity of such appointments, and, in particular, the potential range of secondary duties, all promotion reviews for faculty in the scholarly career track should be informed in the first instance by the specific workload expectations detailed in the candidate's contract. The Department recognizes that the needs of a unit or the individual professional development that occurs over the course of a candidate's career may result in changes in these assignments, especially in a candidate's secondary area(s). Shifts may be valuable for both the Department and the faculty and thus will not necessarily be considered an impediment to a candidate's promotion. Significant or repeated changes in secondary areas, however, may result in the need for a longer period of work in that area to meet the criteria described below.

The criteria for promotion are described below in terms of illustrative (as opposed to exhaustive or prescriptive) lists of evidence that might be used in evaluating a candidate on each dimension.

Primary area:

1. Classroom and individual instruction (60%, 3x3 default; varies based on appointment)
In considering a case for promotion in this subtrack, the Department values most highly a demonstrated record of achievement and growth, one that exemplifies evolution and innovation in a faculty member's teaching over time. The Department also recognizes

that teaching occurs in a variety of environments outside of the formal classroom, clinic, or lab settings. Work such as independent studies, individual or group lessons, mentoring, and informal advising, and advancing student professional development, especially when it is accompanied by evidence of effectiveness, can thus also be an element of a promotion case in this track.

Excellence in teaching should be presented and assessed through multiple measures and with an attention to the teaching that has occurred throughout a candidate's time in rank. While high student evaluation scores are perhaps the most immediately accessible means of demonstrating excellence in teaching, such scores by themselves will not be determinative for promotion, nor will individual instances of lower teaching evaluations necessarily prevent promotion. Additional measures of teaching excellence may include peer evaluations, participation or leadership in program assessment and development, selection and development of teaching material (both proprietary and open education resources), effective engagement with larger unit (i.e., department, college, university) and discipline efforts to advance pedagogy and curricula, internal and external awards, and presentation or publication of material regarding teaching in appropriate professional outlets. Two peer evaluations of recent teaching (within the prior three years of an application) must be included in the candidate's promotion materials.

Secondary areas:

Given the potential range of secondary areas available to scholarly career track faculty, the Department recognizes that the profiles and accomplishments of candidates for promotion in this track may vary widely. Especially given this diversity, expectations for the type of work and its manner of production and dissemination will also likely vary within the Department and should be defined in part by the expectations outlined in each faculty member's contract. For its part, the Department holds that the quantity of work in any given area, while potentially significant, is by itself an insufficient criterion for promotion. Rather, the Department expects that the following characteristics will inform the evaluation of candidate performance in any secondary areas:

Growth: Within their secondary area(s), candidates should demonstrate increasing levels of accomplishment, responsibility, engagement, and/or leadership.

Coherence: activities within secondary area(s) should contribute to candidates developing a particular expertise and a recognizable professional profile.

Impact: Activities within secondary area(s) should lead to evidence (service, outputs, products, or results) of contributions to the advancement of a scholarly field; curricula, programs, or departments; individual students or student groups; initiatives in research, scholarship, or creative activity; opportunities for public engagement and policy influence; or other defined areas of work beyond individual professional development. Activity that has not secured specific outputs or results, such as scholarship "in progress" or new programs still in development, will be recognized but accorded lesser significance.

In the Department, one's secondary area must include:

2. Academic service (20% default)

Appropriate evidence includes descriptions and listings of committee work or other Department, Campus, College, and/or University service assignments and activities. The evaluation of service may involve a review of the individual's participation and contribution to undergraduate, graduate, and faculty/staff activities; recruitment and retention activities; service as a faculty advisor for student groups; and participation in professional organizations. Other activities related to academic service should also be considered. The evaluation should include an assessment of contributions made to enhance the quality of undergraduate and/or graduate training as it relates to Department, Campus, College, and University goals.

And typically includes one or more of the following (20% default):

3. Student advising

Student advising generally falls under two areas: career advising and academic advising. Activities that demonstrate contributions to advising may include organizing industry tours, facilitating career and/or academic advising workshops in person and/or online, participation in career expos/fairs, having a formal advising load, participating in and being a member of professional advising organizations, connecting students with employment and/or internship opportunities, collecting and evaluating advising-related assessment data, and individual and/or group advising sessions. Other activities related to advising should also be considered.

4. Research/scholarship

Research/scholarship expectations for a scholarly career track faculty member are distinct from those of a tenure track faculty member. Activities in this area may include discipline-specific research; professional service activities related to research and scholarship (e.g., reviewing grant applications, conference proposals, and/or journal articles); development of broad-use research/scholastic resources (e.g., textbook chapters, lab manuals, classroom activities); research on teaching, learning, and other student variables; and engagement in activities that promote research (e.g., research symposia). Other activities may include the dissemination of research/scholarship in a variety of formats (e.g., white papers, conference presentations, peer-reviewed journal articles), grant activities, involvement in scholarship- or research-focused organizations (e.g., Society for the Teaching of Psychology; Society for Personality and Social Psychology), and collaboration with other faculty. Other activities related to research or scholarship should also be considered. Research/scholarship contributions involving students are especially valuable.

5. Educational leadership and/or administration

Activities indicative of educational leadership and/or administration may include course scheduling, graduate assistantship coordination and supervision, program assessment,

curriculum and advising oversight (e.g., department curriculum revision; reviewing waivers, exceptions, and transfer equivalencies), enrollment management, and annual evaluations. Other activities may include leadership training (e.g., the Provost Leadership Academy); serving in a leadership role in undergraduate research, innovative teaching training, and other departmental programs and events; inter-campus program coordination; and working in coordination with broader WSU units (e.g., CAS, the Office of the Registrar, the Graduate School). Appointments to administrative positions (e.g., Associate Chair, Assistant Dean, Vice Chancellor) and/or additional activities related to educational leadership and/or administration should also be considered.

6. Outreach

Activities that exemplify outreach involve cultivating and coordinating engagement between the Department and extra-departmental groups, organizations, and/or communities. These activities may include facilitating community service learning, industry tours, and/or partnerships with extra-departmental organizations (e.g., connecting students with practicum sites and/or internship opportunities); being involved in recruitment activities (e.g., formally meeting with incoming freshmen and/or transfer students) and/or professional community service (e.g., Alternatives to Violence on the Palouse); serving in leadership roles for extra-departmental organizations; third-party dissemination of research and practice; and engaging in other work that supports WSU's land grant mission. Additional activities related to outreach should also be considered.

7. Practice

While career track faculty whose load is predominantly assigned to clinical supervision and other practice-based work will fall under the clinical subtrack, rather than the scholarly subtrack, it is reasonable that some scholarly faculty (e.g., those in I/O psych) may choose practice as a secondary area. Activities that may exemplify practice include unpaid consulting, direct supervision of clinical/research students and/or postdoctoral employees, teaching continuing education courses, and maintaining relevant licensure/certification. Other activities related to practice should also be considered.

8. Creative activity

While it may not be typical, some work by faculty in the Department may fall under the category of creative activity, such as development of different types of creative media (e.g., podcasts, comics, photography collections, etc.) and/or collaborations with artists as an avenue for science communication and/or promotion of psychological topics. Activities in this area may include creation of exhibitions, performances, broadcasts, publications, and other creative works. For collaborative artworks, documentation clarifying and identifying the candidate's role in the collaborative efforts is encouraged. Given the broadness of this secondary area, many creative activities may be considered; the work should, in general, advance the goals of the Department and/or the field of psychology.

Criteria for Promotion

General Expectations

1. The candidate must demonstrate effectiveness in both formal and informal instruction.
2. The candidate is expected to participate in Department, Campus, College, and/or University service.
3. The candidate must demonstrate effectiveness in at least one secondary area of expertise.
4. The candidate is expected to interact effectively with colleagues and students.
5. The candidate's record must collectively support the assumption that performance will continue at a high level if promotion is granted.
6. Time in rank, by itself, is not sufficient for promotion.

Promotion to Scholarly Associate Professor

While contractual expectations will inform any individual case for promotion to Scholarly Associate Professor, initial promotion within this subtrack is most frequently determined by a continuing excellence in teaching and an emerging record of sustained accomplishment in the secondary area(s) relevant to the candidate's appointment.

1. Primary area: Candidates for promotion should demonstrate a continuing excellence in teaching. They should demonstrate the capacity to effectively communicate course content to students, and their course and assignment designs should be accessible to all students. These designs should also support student success and, where appropriate, active learning. Where appropriate, candidates are expected to help develop these qualities in teaching assistants assigned to their supervision.

Depending on the specific duties of the candidate, this may be demonstrated at the undergraduate and/or graduate levels. Evaluation of this primary area will be done in adherence with the criteria detailed above, with particular attention paid to the demonstration of effectively communicating course content to students, support for student success, and the capacity for further development as a teacher.

For promotion to Scholarly Associate, the Department also particularly values the capacity and commitment for further development as a teacher, especially when these qualities build upon the pedagogical growth a faculty member has already pursued as a Scholarly Assistant Professor. Versatility in the classroom, as shown either by teaching a range of classes or by pursuing new methods of teaching within a regularly reoccurring set of courses, can also demonstrate that a faculty member continues to develop as a teacher. Such qualities help ensure the continuing level of excellence appropriate to a more senior position in this track.

2. Service and other secondary area(s): Candidates for promotion should demonstrate an emerging record of sustained competency, accomplishment, and productivity in service

and other secondary areas relevant to the candidate's appointment. Proportionate to contractual expectations, performance in service and any other secondary areas is to be assessed using the criteria detailed above, with particular attention being paid to the qualities of coherence and potential for growth.

In terms of impact, candidates emphasizing work internal to WSU, such as advising and/or program development, should demonstrate an established reputation for individual excellence and engagement at WSU. Candidates emphasizing externally facing work, such as research and/or outreach, should demonstrate an emerging regional or national reputation in these areas.

Promotion to Scholarly Professor

While contractual expectations will inform any individual case for promotion to Scholarly Professor, promotion to this rank is most frequently determined by a continuing excellence in teaching and a sustained record of accomplishment and leadership in the secondary area(s) relevant to the candidate's appointment.

1. Primary area: Candidates for promotion should demonstrate not only sustained excellence in classroom teaching but also innovation and further growth in their pedagogy, course and assignment design, and efforts toward student success. The Department recognizes that such efforts may expose the faculty member to lower student evaluation scores or unsuccessful moments of teaching. In assessing such instances, and growth in teaching more generally, the Department will seek a pattern of iterative growth, one in which a faculty member extends their pedagogy, assesses the results of that change, and makes further adjustments based on those assessments.

Depending on the specific duties of the candidate, this may be shown at the undergraduate and/or graduate levels. Candidates for promotion are expected to demonstrate continuing effectiveness in the classroom, as well as elements of pedagogical growth and leadership beyond that which would characterize an initial promotion. In particular, candidates should demonstrate qualities of exploration, innovation, and classroom or curricular versatility.

For promotion to Scholarly Professor, the Department may also consider efforts and initiative toward supporting the growth of colleagues and graduate students (both within and outside the unit) as teachers, and work to enhance a unit's curricula. Candidates seeking promotion to Scholarly Professor may take on active leadership roles in such activities within and/or outside their home unit. Such qualities reflect a concern with the larger dimensions of teaching appropriate to the highest teaching-centered rank within the Department.

2. Service and other secondary area(s): Candidates for promotion should demonstrate an established record of sustained competency, accomplishment, and productivity in service and other secondary areas. Proportionate to contractual expectations, performance in service and other secondary areas is to be assessed using the criteria detailed above, with particular attention at this level being paid to continuing growth and impact. Candidates should demonstrate an evolution of responsibilities in service and/or other secondary

areas, such as assuming leadership positions in appropriate areas of work.

Candidates emphasizing work internal to WSU, such as advising and/or program development, should demonstrate a capacity to translate their previously established individual efforts into work with broader positive impacts among colleagues, curricula, departments and programs, and/or the University as a whole. Candidates emphasizing externally facing work, such as research and/or outreach, should demonstrate an established regional or national reputation in these areas. Together, such qualities reflect a concern with the larger dimensions of accomplishment appropriate to this rank.

Procedures for Promotion

1. The faculty member is responsible for maintaining a personnel file that provides material bearing on the criteria identified above (e.g., *C.V.*, teaching portfolio, teaching evaluations, supplemental material related to service and secondary area[s]). Additionally, the Chair will obtain at least five supporting letters; these may be internal or external to WSU but must be external to the Department. Additional, supplemental letters from former students may also be included. Candidate portfolios should list all formally approved leaves (e.g., FMLA) and may also provide context and descriptions regarding other impediments in teaching or service productivity, such as assumption of substantial administrative tasks.
2. Scholarly Assistant Professors will participate in annual performance reviews and must receive satisfactory ratings to remain on appointment.
3. Following consultation with their promotion guidance committee, faculty planning on applying for promotion should request an intensive annual review for the year prior to their application.
3. Scholarly Assistant Professors are not typically considered for promotion to Scholarly Associate Professor prior to the end of the fifth year of service (with the evaluation process occurring during the sixth year of service). However, extraordinary candidates may be offered the opportunity to advance in rank earlier.
4. Under normal circumstances, consideration of promotion from Scholarly Assistant Professor to Scholarly Associate Professor will be initiated by the Chair. Documentation will be assembled by the candidate and made available for review by the faculty members at or above the rank of prospective promotion. After formal discussion, written recommendations will be solicited from the eligible faculty. Based on the discussion and recommendations, the Chair will decide whether to forward to the Dean a recommendation for promotion evaluation and the supporting documentation.
5. Individuals appointed to Scholarly Assistant Professor may remain at that rank if promotion to Scholarly Associate Professor is not pursued or is not granted, contingent upon continued satisfactory annual reviews and cumulative reviews every three years. Reappointment to subsequent fixed terms of three years or more may be provided in such

cases. Ultimately, the College, as the appointing authority, will determine the length of individual contracts.

6. Scholarly Associate Professors will continue to participate in annual performance reviews and must receive satisfactory ratings to remain on appointment. Appointment renewals of three years or more may be provided in such cases. Ultimately, the College, as the appointing authority, will determine the length of individual contracts.
7. Under normal circumstances, consideration of promotion from Scholarly Associate Professor to Scholarly Professor will be initiated by the Chair. Procedures for evaluation will be the same as those for promotion to Scholarly Associate Professor. Consideration for promotion to the rank of Scholarly Professor is based on the quality of the candidate's cumulative record over the entire appointment period.
8. Faculty may remain at the rank of Scholarly Associate Professor, if promotion to Scholarly Professor is not pursued or is not granted, contingent upon receiving satisfactory rankings during annual reviews. Appointments of three years or more may be provided in such cases. Ultimately, the College, as the appointing authority, will determine the length of individual contracts.
9. Performance reviews for Scholarly Professors will be conducted annually, with the possibility of appointment renewal for an additional period of three years or more. Ultimately, the College, as the appointing authority, will determine the length of individual contracts.

Teaching Professor Subtrack

Faculty in the Department of Psychology on the teaching career track have appointments that are primarily oriented toward teaching, with reduced expectations in scope of service and limited or no expectations in research, scholarship, or creative activity. As such, promotion within this career track is determined largely by a continuing excellence in teaching.

The criteria for promotion are described below in terms of illustrative (as opposed to exhaustive or prescriptive) lists of evidence that might be used in evaluating a candidate on each dimension.

Primary area:

1. Classroom and individual instruction (80%, 4x4 default; varies based on appointment)
In considering a case for promotion in this subtrack, the Department values most highly a demonstrated record of achievement and growth, one that exemplifies evolution and innovation in a faculty member's teaching over time. The Department also recognizes that teaching occurs in a variety of environments outside of the formal classroom, clinic, or lab settings. Work such as independent studies, individual or group lessons, mentoring, and informal advising, especially when it is accompanied by evidence of effectiveness, can thus also be an element of a promotion case in this track.

Excellence in teaching should be presented and assessed through multiple measures and with an attention to the teaching that has occurred throughout a candidate's time in rank. While high student evaluation scores are perhaps the most immediately accessible means of demonstrating excellence in teaching, such scores by themselves will not be determinative for promotion, nor will individual instances of lower teaching evaluations necessarily prevent promotion. Additional measures of teaching excellence may include peer evaluations, participation or leadership in program assessment and development, selection and development of teaching material (both proprietary and open education resources), effective engagement with larger unit (i.e., department, college, university) and discipline efforts to advance pedagogy and curricula, internal and external awards, and presentation or publication of material regarding teaching in appropriate professional outlets. Two peer evaluations of recent teaching (within the prior three years of an application) must be included in the candidate's promotion materials.

In the Department, one's secondary area, by default, is:

2. Academic service (20% default)

Appropriate evidence includes descriptions and listings of committee work or other department, campus, college, and/or university service assignments and activities. The evaluation of service may involve a review of the individual's participation and contribution to undergraduate, graduate, and faculty/staff activities; recruitment and retention activities; service as a faculty advisor for student groups; and participation in professional organizations. Other activities related to academic service should also be considered. The evaluation should include an assessment of contributions made to enhance the quality of undergraduate and/or graduate training as it relates to Department, Campus, College, and University goals.

Academic service for the teaching career track may also include student advising, educational leadership and/or administration, outreach, and/or practice. See the scholarly subtrack for examples of appropriate activities in these areas.

Criteria for Promotion

General Expectations

1. The candidate must demonstrate effectiveness in both formal and informal instruction.
2. The candidate is expected to participate in Department, Campus, College, and/or University service.
3. The candidate is expected to interact effectively with colleagues and students.
4. The candidate's record must collectively support the assumption that performance will continue at a high level if promotion is granted.
5. Time in rank, by itself, is not sufficient for promotion.

Promotion to Teaching Associate Professor

Candidates for promotion to Teaching Associate Professor are expected in the first instance to demonstrate that their teaching effectively supports course and unit learning outcomes, and that it reflects the current state of knowledge and pedagogy in the discipline. Assignments in service or other secondary areas will be evaluated by the standards applied to the evaluation of secondary areas within the scholarly subtrack, with particular expectations conditioned by the faculty member's contractual workload.

1. Primary area: Regarding teaching, candidates for promotion should demonstrate the capacity to effectively communicate course content to students, and their course and assignment designs should be accessible to all students. These designs should also support student success and, where appropriate, active learning. Where appropriate, candidates are expected to help develop these qualities in teaching assistants assigned to their supervision.

Depending on the specific duties of the candidate, this may be demonstrated at the undergraduate and/or graduate levels. Evaluation of this primary area will be done in adherence with the criteria detailed above, with particular attention paid to the demonstration of effective communication, support for student success, and the capacity for further development as a teacher.

For promotion to Teaching Associate, the Department also particularly values the capacity and commitment for further development as a teacher, especially when these qualities build upon the pedagogical growth a faculty member has already pursued as a Teaching Assistant Professor. Versatility in the classroom, as shown either by teaching a range of classes or by pursuing new methods of teaching within a regularly reoccurring set of courses, can also demonstrate that a faculty member continues to develop as a teacher. Such qualities help ensure the continuing level of excellence appropriate to a more senior position in this track.

2. Service: Candidates for promotion should demonstrate an emerging record of sustained competency, accomplishment, and productivity in service relevant to the candidate's appointment. Proportionate to contractual expectations, performance in service is to be assessed using the criteria detailed above with particular attention paid to service that meets the needs of the Department, Campus, College, and/or University.

Promotion to Teaching Professor

Candidates for promotion to Teaching Professor are expected to demonstrate continuing effectiveness in the classroom, as well as elements of pedagogical growth and leadership beyond that which would characterize promotion to Teaching Associate Professor. Assignments in service or other secondary areas will be evaluated by the standards applied to the evaluation of secondary areas within the scholarly subtrack, with expectations conditioned by the faculty member's contractual workload expectations.

1. Primary area: Candidates for promotion should demonstrate not only sustained excellence in classroom teaching but also innovation and further growth in their pedagogy, course and assignment design, and efforts toward student success. The Department recognizes

that such efforts may expose the faculty member to lower student evaluation scores or unsuccessful moments of teaching. In assessing such instances, and growth in teaching more generally, the Department will seek a pattern of iterative growth, one in which a faculty member extends their pedagogy, assesses the results of that change, and makes further adjustments based on those assessments.

Depending on the specific duties of the candidate, this may be shown at the undergraduate and/or graduate levels. Candidates for promotion are expected to demonstrate continuing effectiveness in the classroom, as well as elements of pedagogical growth and leadership beyond that which would characterize an initial promotion. In particular, candidates should demonstrate qualities of innovation, smart risk-taking, and classroom or curricular versatility.

Especially for promotion to Teaching Professor, the Department also particularly values efforts and initiative toward supporting the growth of colleagues and graduate students (both within and outside the unit) as teachers, and work to enhance a unit's curricula. Candidates seeking promotion to Teaching Professor are expected to take on active leadership roles in such activities within and/or outside their home unit. Such qualities reflect a concern with the larger dimensions of teaching appropriate to the highest teaching-centered rank within the Department.

2. Service: Candidates for promotion should demonstrate an established record of sustained competency, accomplishment, and productivity in service and other secondary areas. Proportionate to contractual expectations, performance in service and other secondary areas is to be assessed using the criteria detailed above, with particular attention at this level being paid to continuing growth and impact. Candidates should demonstrate an evolution of responsibilities in service and/or other secondary areas, such as assuming leadership positions in appropriate areas of work.

Procedures for Promotion

1. The faculty member is responsible for maintaining a personnel file that provides material bearing on the criteria identified above (e.g., *C.V.*, teaching portfolio, teaching evaluations, and supplemental material related to service). Additionally, the Chair will obtain at least five supporting letters; these may be internal or external to WSU but must be external to the Department. Additional, supplemental letters from former students may also be included. Candidate portfolios should list all formally approved leaves (e.g., FMLA) and may also provide context and descriptions regarding other impediments in teaching or service productivity, such as assumption of substantial administrative tasks.
2. Teaching Assistant Professors will participate in annual performance reviews and must receive satisfactory ratings to remain on appointment.
3. Following consultation with their promotion guidance committee, faculty planning on applying for promotion should request an intensive annual review for the year prior to their application.

4. Teaching Assistant Professors are not typically considered for promotion to Teaching Associate Professor prior to the end of the fifth year of service (with the evaluation process occurring during the sixth year of service). However, extraordinary candidates may be offered the opportunity to advance in rank earlier.
5. Under normal circumstances, consideration of promotion from Teaching Assistant Professor to Teaching Associate Professor will be initiated by the Chair. Documentation will be assembled by the candidate and made available for review by the faculty members at or above the rank of prospective promotion. After formal discussion, written recommendations will be solicited from the eligible faculty. Based on the discussion and recommendations, the Chair will decide whether to forward to the Dean a recommendation for promotion evaluation and the supporting documentation.
6. Individuals appointed to Teaching Assistant Professor may remain at that rank if promotion to Teaching Associate Professor is not pursued or is not granted, contingent upon continued satisfactory annual reviews and cumulative reviews every three years. Reappointment to subsequent fixed terms of three years or more may be provided in such cases. Ultimately, the College, as the appointing authority, will determine the length of individual contracts.
7. Teaching Associate Professors will continue to participate in annual performance reviews and must receive satisfactory ratings to remain on appointment. Appointment renewals of three years or more may be provided in such cases. Ultimately, the College, as the appointing authority, will determine the length of individual contracts.
8. Under normal circumstances, consideration of promotion from Teaching Associate Professor to Teaching Professor will be initiated by the Chair. Procedures for evaluation will be the same as those for promotion to Teaching Associate Professor. Consideration for promotion to the rank of Teaching Professor is based on the quality of the candidate's cumulative record over the entire appointment period.
9. Faculty may remain at the rank of Teaching Associate Professor, if promotion to Teaching Professor is not pursued or is not granted, contingent upon receiving satisfactory rankings during annual reviews. Appointments of three years or more may be provided in such cases. Ultimately, the College, as the appointing authority, will determine the length of individual contracts.
10. Performance reviews for Teaching Professors will be conducted annually, with the possibility of appointment renewal for an additional period of three years or more. Ultimately, the College, as the appointing authority, will determine the length of individual contracts.

Clinical Professor Subtrack

Faculty in the Department of Psychology on the clinical career track generally have appointments in which the primary responsibility rests with clinical practice and/or the supervision and clinic-based instruction of professional students, interns, residents, and/or

fellows. They may have secondary expectations in one or more of the following areas: research, scholarship, or creative activity; teaching (when distinct from clinic-based instruction); outreach; educational leadership; administration; or academic service.

Given the resulting diversity of such appointments, and in particular the potential range of secondary duties, all promotion reviews for faculty in the clinical career track should be informed in the first instance by the specific workload expectations detailed in the candidate's contract. The Department recognizes that the needs of a unit or the candidate's professional development may result in changes in these assignments, especially in a candidate's secondary area(s). Shifts in these areas will thus not necessarily be considered an impediment to a candidate's promotion. In some cases, successful faculty members who have changes in secondary areas may need more time in their current rank in order to achieve the credentials necessary for promotion to the next rank.

Primary area:

1. Practice (60% default; varies based on appointment)

Activities that may exemplify practice include providing clinical supervision to graduate students who are providing care to clients, providing care to clients and/or patients, unpaid consulting, direct supervision and/or mentoring of clinical/research students and/or postdoctoral employees, teaching continuing education courses, and maintaining relevant licensure/certification. Administrative activities that support the practice setting (e.g., HIPPA training, monitoring resources, assessment, facilitating meetings among faculty/staff, auditing records for compliance) and other activities related to practice should also be considered.

Evidence of effectiveness in practice may include evaluations from supervisees and/or peers, CE course evaluations, feedback provided formally by clients who received practice-related services, and other forms of feedback from clients (e.g., "thank you" letters). Other evidence of effectiveness in practice should also be considered.

Secondary areas:

Given the potential range of secondary areas available to clinical career track faculty, the Department recognizes that the profiles and accomplishments of candidates for promotion in this track may vary widely. Especially given this diversity, expectations for the type of work and its manner of production and dissemination will also likely vary within the Department and should be defined in part by the expectations outlined in each faculty member's contract. For its part, the Department holds that the quantity of work in any given area, while potentially significant, is by itself an insufficient criterion for promotion. Rather, the Department expects that the following characteristics will inform the evaluation of candidate performance in any secondary areas:

Growth: Within their secondary area(s), candidates should demonstrate increasing levels of accomplishment, responsibility, engagement, and/or leadership.

Coherence: activities within secondary area(s) should contribute to candidates developing a particular expertise and a recognizable professional profile.

Impact: Activities within secondary area(s) should lead to evidence (service, outputs, products, or results) of contributions to the advancement of a scholarly field; curricula, programs, or departments; individual students or student groups; initiatives in research, scholarship, or creative activity; opportunities for public engagement and policy influence; or other defined areas of work beyond individual professional development. Activity that has not secured specific outputs or results, such as scholarship “in progress” or new programs still in development, will be recognized but accorded lesser significance.

In the Department, one’s secondary area may include:

2. Teaching (10% minimum required)

The Department values a demonstrated record of achievement and growth, one that exemplifies evolution and innovation in a faculty member’s teaching over time. The Department also recognizes that teaching occurs in a variety of environments outside of the formal classroom, clinic, or lab settings. Work such as independent studies, individual or group lessons, mentoring, and informal advising, and advancing student professional development, especially when it is accompanied by evidence of effectiveness, can thus also be an element of a promotion case for this secondary area.

Excellence in teaching should be presented and assessed through multiple measures and with an attention to the teaching that has occurred throughout a candidate’s time in rank. While high student evaluation scores are perhaps the most immediately accessible means of demonstrating excellence in teaching, such scores by themselves will not be determinative for promotion, nor will individual instances of lower teaching evaluations necessarily prevent promotion. Additional measures of teaching excellence may include peer evaluations, participation or leadership in program assessment and development, selection and development of teaching material (both proprietary and open education resources), effective engagement with larger unit (i.e., department, college, university) and discipline efforts to advance pedagogy and curricula, internal and external awards, and presentation or publication of material regarding teaching in appropriate professional outlets. Two peer evaluations of recent teaching (within the prior three years of an application) must be included in the candidate’s promotion materials.

3. Academic service

Appropriate evidence includes descriptions and listings of committee work or other department, campus, college, and/or university service assignments and activities. The evaluation of service may involve a review of the individual’s participation and contribution to undergraduate, graduate, and faculty/staff activities; recruitment and retention activities; service as a faculty advisor for student groups; and participation in professional organizations. Other activities related to academic service should also be considered. The evaluation should include an assessment of contributions made to

enhance the quality of undergraduate and/or graduate training as it relates to Department, Campus, College, and University goals.

4. Research/scholarship

Research/scholarship expectations for a clinical career track faculty member are distinct from those of a tenure track faculty member. Activities in this area may include discipline- and/or practice-specific research; professional service activities related to practice, research, scholarship (e.g., reviewing grant applications, conference proposals, and/or journal articles); development of broad-use practice/research/scholastic resources (e.g., developing and/or running a system for collecting outcome measures); practice-relevant research; and engagement in activities that promote research (e.g., research symposia). Other activities may include the dissemination of research/scholarship in a variety of formats (e.g., white papers, conference presentations, peer-reviewed journal articles), grant activities, involvement in scholarship-, practice-, and/or research-focused organizations (e.g., Association for Behavioral and Cognitive Therapies), and collaboration with other faculty. Other activities related to research or scholarship should also be considered. Research/scholarship contributions involving practice are especially desirable.

5. Outreach

Activities that exemplify outreach involve cultivating and coordinating engagement between the Department and extra-departmental groups, organizations, and/or communities. These activities may include providing educational services to extra-departmental organizations (e.g., providing seminars on new practice techniques to mental health professionals); being involved in professional community service (e.g., Alternatives to Violence on the Palouse); serving in leadership roles for extra-departmental organizations; third-party dissemination of research and practice; and engaging in other work that supports WSU's land grant mission. Additional activities related to outreach should also be considered.

6. Creative activity

While it may not be typical, some work by faculty in the Department may fall under the category of creative activity, such as development of different types of creative media (e.g., podcasts, comics, photography collections, etc.) and/or collaborations with artists as an avenue for science communication and/or promotion of psychological topics. Activities in this area may include creation of exhibitions, performances, broadcasts, publications, and other creative works. For collaborative artworks, documentation clarifying and identifying the candidate's role in the collaborative efforts is encouraged. Given the broadness of this secondary area, many creative activities may be considered; the work should, in general, advance the goals of the Department and/or the field of psychology.

Criteria for Promotion

General Expectations

1. The candidate must demonstrate effectiveness in both formal and informal practice.
2. The candidate must demonstrate effectiveness in at least one secondary area of expertise.
3. The candidate is expected to interact effectively with clients, colleagues, and students.
4. The candidate's record must collectively support the assumption that performance will continue at a high level if promotion is granted.
5. Time in rank, by itself, is not sufficient for promotion.

Promotion to Clinical Associate Professor

While contractual expectations will inform any individual case for promotion to Clinical Associate Professor, initial promotion within this career track is most frequently determined by a continuing excellence in clinical practice and/or instruction and an emerging record of sustained accomplishment in the secondary area(s) relevant to the candidate's appointment.

1. Primary area: The clinical practice and instruction of candidates for promotion to Clinical Associate Professor will be evaluated in adherence with the criteria detailed above. In their clinical practice, candidates are expected in the first instance to have provided consistently high-quality, evidence-based, and empathetic care to patients and/or clients. Particular attention will also be paid to the candidate's ability to communicate clearly and effectively; the quality of participation in clinic programs and/or student instruction; and the capacity for further development as a clinician.
2. Secondary area(s): Proportionate to contractual expectations, performance in the secondary area(s) is to be assessed using the criteria detailed above, with particular attention being paid to the qualities of coherence and growth. For example, when that work entails formal classroom-based instruction, it will be evaluated in accordance with the description of teaching evaluation in the scholarly and/or teaching subtrack detailed elsewhere in this document. In terms of impact, candidates emphasizing work internal to WSU, such as advising or support of services provided to the campus community, should demonstrate an emerging reputation for individual excellence and engagement. Candidates emphasizing externally facing work, such as research/scholarship/creative activity or the provision of external services or professional and educational outreach in clinically relevant areas, should demonstrate an emerging regional or national reputation in these areas. Letters of support detailing this activity and its impact can be included among a candidate's materials.

Promotion to Clinical Professor

While contractual expectations will inform any individual case for promotion to Clinical Professor, promotion to this rank is most frequently determined by a continuing excellence in

clinical practice and/or instruction that is accompanied by a sustained record of accomplishment and leadership in the secondary area(s) relevant to the candidate's appointment.

1. Primary area: Candidates for promotion should demonstrate a continuing excellence in practice, in accordance with the criteria detailed above. Depending on the specific duties of the candidate, this may be shown at the undergraduate and/or graduate levels. Candidates for promotion are expected to demonstrate continuing effectiveness in practice, as well as elements of professional growth and leadership beyond that which would characterize an initial promotion. In particular, candidates should demonstrate qualities of innovation; identifying, developing, and expanding evidence-based services and/or techniques to meet the needs of those served; and/or versatility in practice.
2. Secondary area(s): Candidates for promotion should demonstrate an established record of sustained competency, accomplishment, and productivity in their secondary area(s). Proportionate to contractual expectations, performance in one's secondary area(s) is to be assessed using the criteria detailed above, with particular attention at this level being paid to continuing growth and impact. Candidates should demonstrate an evolution of responsibilities in service and/or other secondary areas, such as assuming leadership positions in appropriate areas of work.

Candidates emphasizing work internal to WSU, such as advising and/or program development, should demonstrate a capacity to translate their previously established individual efforts into work with broader positive impacts among colleagues, curricula, departments and programs, and/or the university as a whole. Candidates emphasizing externally facing work, such as research and/or outreach, should demonstrate an established regional or national reputation in these areas. Together, such qualities reflect a concern with the larger dimensions of accomplishment appropriate to this rank.

Procedures for Promotion

1. The faculty member is responsible for maintaining a personnel file that provides material bearing on the criteria identified above (e.g., *C.V.*, teaching portfolio, teaching evaluations, supplemental material related to one's secondary area[s]). Additionally, the Chair will obtain at least five supporting letters; these may be internal or external to WSU but must be external to the Department. Some letters can come from collaborating community members and/or community members who have benefited from the candidate's clinical work. Additional, supplemental letters from former students may also be included. Candidate portfolios should list all formally approved leaves (e.g., FMLA) and may also provide context and descriptions regarding other impediments in productivity, such as assumption of substantial administrative tasks.
2. Clinical Assistant Professors will participate in annual performance reviews and must receive satisfactory ratings to remain on appointment.
3. Following consultation with their promotion guidance committee, faculty planning on applying for promotion should request an intensive annual review for the year prior to their application.

4. Clinical Assistant Professors are not typically considered for promotion to Clinical Associate Professor prior to the end of the fifth year of service (with the evaluation process occurring during the sixth year of service). However, extraordinary candidates may be offered the opportunity to advance in rank earlier.
5. Under normal circumstances, consideration of promotion from Clinical Assistant Professor to Clinical Associate Professor will be initiated by the Chair. Documentation will be assembled by the candidate and made available for review by the faculty members at or above the rank of prospective promotion. After formal discussion, written recommendations will be solicited from the eligible faculty. Based on the discussion and recommendations, the Chair will decide whether to forward to the Dean a recommendation for promotion evaluation and the supporting documentation.
6. Individuals appointed to Clinical Assistant Professor may remain at that rank if promotion to Clinical Associate Professor is not pursued or is not granted, contingent upon continued satisfactory annual reviews and cumulative reviews every three years. Reappointment to subsequent fixed terms of three years or more may be provided in such cases. Ultimately, the College, as the appointing authority, will determine the length of individual contracts.
7. Clinical Associate Professors will continue to participate in annual performance reviews and must receive satisfactory ratings to remain on appointment. Appointment renewals of three years or more may be provided in such cases. Ultimately, the College, as the appointing authority, will determine the length of individual contracts.
8. Under normal circumstances, consideration of promotion from Clinical Associate Professor to Clinical Professor will be initiated by the Chair. Procedures for evaluation will be the same as those for promotion to Clinical Associate Professor. Consideration for promotion to the rank of Clinical Professor is based on the quality of the candidate's cumulative record over the entire appointment period.
9. Faculty may remain at the rank of Clinical Associate Professor, if promotion to Clinical Professor is not pursued or is not granted, contingent upon receiving satisfactory rankings during annual reviews. Appointments of three years or more may be provided in such cases. Ultimately, the College, as the appointing authority, will determine the length of individual contracts.
10. Performance reviews for Clinical Professors will be conducted annually, with the possibility of appointment renewal for an additional period of three years or more. Ultimately, the College, as the appointing authority, will determine the length of individual contracts.